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AUTHOR Blomstedt, Robert; Tinajero, Josefina
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ABSTRACT

The model shows how the essential components of a bilingual instructional setting can be interwoven with the concepts espoused in Management Engineered Teacher Education to provide a systems example that is adaptable to any classroom by the bilingual teacher. Implementation of the system begins with an assessment of the child's language proficiency and language dominance and entails flexible grouping of children based on language dominance and proficiency, mathematics and reading readiness skills, and particular skill needs in any area of the curriculum. Whole class activities include instructional activities in music, art, library, recess, role playing, film viewing, field trips, story telling, and cultural awareness. These activities are teacher and student directed. The system also includes individual instruction through both structured and unstructured activities. Unstructured activities provide for personal child interests, creativity, and cognitive stimulation. Structured activities are carried out through individual student contracting. The system requires both cumulative and summative student evaluation; reflects the needs and interests of children; meets the needs of and reflects the educational philosophy of the teacher; and is in compliance with state, local, and federal regulations for bilingual education. The ultimate goal is self-actualization for both teacher and child. (CM)

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A MANAGEMENT ENGINEERED SYSTEM FOR BILINGUAL INSTRUCTION

Dr. Robert Blomstedt

Dr. Josefina Tinajero

Texas A&I University

Kingsville, Texas

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ABSTRACT

A Management Engineered System for Bilingual Education utilizes the concepts espoused in Management Engineered Teacher Education (METE) to highlight the precept of personal management systems development. It takes the essential components of a bilingual instructional setting and shows how these concepts can be interwoven into a METE conceptual model providing a systems example that is adaptable to any classroom for the serious bilingual educator.

A MANAGEMENT ENGINEERED SYSTEM FOR BILINGUAL INSTRUCTION

Dr. Robert Blomstedt
Dr. Josefina Tinajero

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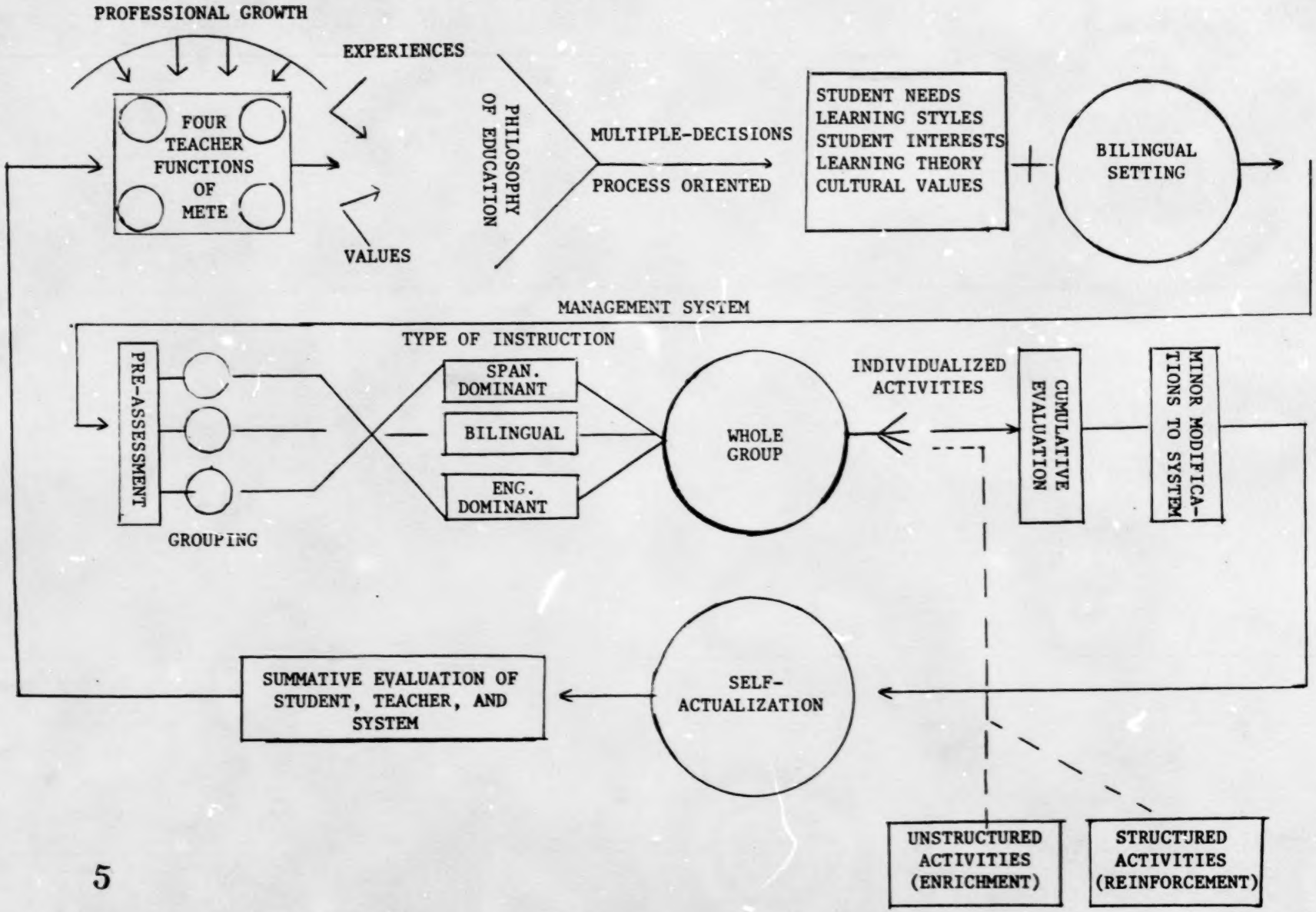
The personal management system diagrammed on the following page stems from a base consisting of competencies, skills, knowledge and attributes which assist the teacher in functioning effectively as a professional person, as a group leader, as a behavioral manager, and as an instructional manager. Furthermore, this base, constantly enriched through professional growth at one end and student outcomes at the other end, allows for flexibility and experimentation as well as continuous refinement of strategies and instructional techniques which aim toward the self-actualization of both teacher and student. The system also stems from a philosophy of education derived from a combination of (1) professional growth through the concept of Management Engineered Teacher Education, (2) personal experiences, and (3) personal values and goals. This philosophy entails multiple decision-making, implementation of multiple strategies, and is process-oriented and requires the expertise and guidance of a professional -- the teacher. The system is further developed and refined through an awareness and sensitivity to student needs, student learning styles, individual differences, student interests, learning theory, and student cultural and linguistic values. It also incorporates six components of bilingual education, the assessment of the child's language, the scheduling to provide for appropriate time and treatment of content areas,


PROFESSIONAL GROWTH
EXPERIENCES
FOUR TEACHER FUNCTIONS OF METE
VALUES
PHILOSOPHY OF EDUCATION
MULTIPLE-DECISIONS
PROCESS ORIENTED
STUDENT NEEDS
LEARNING STYLES
STUDENT INTERESTS
LEARNING THEORY
CULTURAL VALUES
BILINGUAL SETTING
MANAGEMENT SYSTEM
TYPE OF INSTRUCTION
PRE-ASSESSMENT
GROUPING
SPAN. DOMINANT
BILINGUAL
ENG. DOMINANT
WHOLE GROUP
INDIVIDUALIZED ACTIVITIES
CUMULATIVE EVALUATION
MINOR MODIFICATIONS TO SYSTEM
SUMMATIVE EVALUATION OF STUDENT, TEACHER, AND SYSTEM
SELF-ACTUALIZATION
UNSTRUCTURED ACTIVITIES (ENRICHMENT)
STRUCTURED ACTIVITIES (REINFORCEMENT)

literacy skills, English and Spanish language development and cultural activities.

The implementation of the system begins with an assessment of the child's language proficiency and language dominance and entails flexible grouping of children based on the following criteria: (1) language dominance and language proficiency; (2) mathematics and reading readiness skills possessed by the child when he comes to school and (3) particular skill needs in any area of the curriculum. Each group is teacher or teacher aide directed.

Whole class activites include instructional activities in the area of music, art, library, recess, role playing, film viewing, field trips, story telling, and cultural awareness. These activites place an emphasis on the affective and psychomotor domains although the cognitive domain is never neglected. These activities are teacher and student directed.

The system also includes individual instruction through both structured and unstructured activities. The unstructured activities provide for personal child interests, creativity, and cognitive stimulation. Enrichment is provided through interest centers, games, play areas, an art center, and a library center. Structured activities are carried out through individual student contracting which focuses on individual needs, miscellaneous activities for reinforcing specific skills and individual assistance from the teacher or aide.

The management system requires continuous student cumulative evaluation through multiple approaches such as: observation, anecdotal records, and sociograms. This evaluation forms the basis for minor changes in grouping the children, application of different instructional strategies, and minor changes in the classroom organization. The system also calls for summative student evaluation. Summative evaluation provides the basis for making major decisions in restructuring the system design. The system is ultimately evaluated in terms of (1) student growth: cognitive, affective and psychomotor, and (2) teacher growth: professional, emotional, and experiential. Both self-evaluation and evaluation by the school principal provide the basis for measuring teacher growth. This organized evaluation of the system provides a knowledge base for modification in terms of (1) instructional activities, (2) instructional strategies, (3) materials being used and (4) time and treatment of the curriculum subjects.

The philosophical perspectives of the system includes at least the following basic principles:

1. A basic purpose of education is to strengthen and develop the mental faculties of the child by exercises or studies appropriate to the child's level of mental development. It support Bruner's contention that anything can be taught to a child if presented in a way which the child can understand.

   The development of such faculties or mental abilities entails stimulation through the use of problem-solving techniques and the incorporation of Bloom's or Barrett's Taxonomy into the instructional program.

2. Education should be process oriented and must incorporate the following into the curriculum: observing, measuring, experimenting, communicating, registering, etc.

3. Education should be action-oriented. This supports Piaget's theory that a child learns best by physically experiencing everything about him. Children must be provided with a richness, wealth, and variety of experiences which develop thought processes and which assist the child in assimilating and accommodating new knowledge.

   This cognitive development and mental stimulation is best accomplished by providing a variety of strategies, such as interest centers, individual contracts, role playing, small and large group activities, individual projects, field trips, etc.

4. The integration of all subjects of the curriculum facilitates associational understanding of concepts and results in maximum student learning.

5. Education must be based on respect for individual needs and interests, individual differences, and differences in learning styles and it must develop the cognitive, affective and psychomotor domains.

6. The process of education requires a multiple-decision making role and the guidance of a professional individual who is continuously involved in professional growth which leads to the self-actualization of both teacher and child.

Thus the system is one that reflects the needs and interests of children, meets the needs of and reflects the educational philosophy of the teacher and is in compliance with state, local, and federal regulations for bilingual education. The ultimate goal is self-actualization for both teacher and child.

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